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ABSTRACT

This curriculum package on developing workplace curriculum is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. This curriculum package contains a curriculum guide that provides the following: a quick view of all the major components of the curriculum for train the trainer--developing workplace curriculum; the job title for which the curriculum was originally developed and field tested; a general instructional objective; the estimated time needed; and a chart matching specific instructional objectives with the estimated amount of time required, the learning activities included, resources required, evaluation method, and suggested resources and materials. The lesson plan contains a detailed explanation of the activities in the curriculum guide. This curriculum package focuses on training workplace trainers to develop curriculum, including information about the characteristics and components of a functional context curriculum, performance objectives, and the elements of effective lesson plans. (KC)

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Train-the-Trainer: Developing Workplace Curriculum, Part I (TT1)

EDUCATION PARTNERS	INDUSTRY PARTNERS
Enterprise State Junior College	CMI Industries, Inc.
MacArthur State Technical College	Opp & Micolas Mills
Southeast Alabama Adult Network	Pridecraft Enterprises
Laurens County Literacy Council	Shaw Industries

The Workforce 2000 Partnership combines the resources of educational and industrial partners to provide education and training in communication, computation and critical thinking skill to employees in the apparel, carpet and textile industries. The project is funded by a US Department of Education National Workplace Literacy Program grant awarded over three years to Enterprise State Junior College in the amount of $2,243,470 (70%) with committed private sector matching funds of $961,487 (30%), bringing the total program resources to $3,204,957. The activities of the Partnership do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. Participation by the education or industrial partners in the project should also not be construed as endorsement by the Government of any partners' products.

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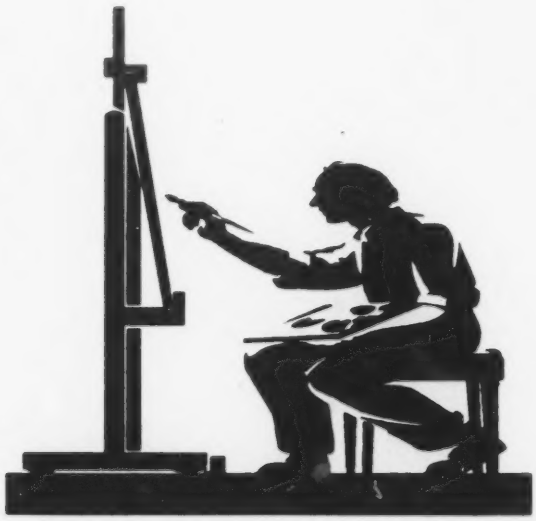
Session Three - Curriculum Development



Train-the-Trainer

SPECIFIC INSTRUCTIONAL OBJECTIVE	TIME	LEARNING ACTIVITIES	RESOURCES/MATERIALS	EVALUATION (Process/Status)
	15 min			Preview
	10 min	Motivational Activity - Group activity defining performance-based curriculum	Index cards containing characteristics	Complete discussion of all index cards
1 Define Functional Context Curriculum a List characteristics	10 min	Group Discussion - Present lists of characteristics	Handout-"Characteristics of Effective Workplace Literacy Instructional Programs" from Dr. Tim Alford Handout - Carnevale, A. & etc. (1990) "Characteristics of Conventional and Performance-Based" Workplace Basics Training Manual, Jossey-Bass - Chicago. p. 5.4 Blackboard/Flipchart	Generated List
b Illustrate Components of Functional Context Curriculum	10 min	Group Discussion	Flowchart from Grant, p. 30	
c Teach Vocabulary	5 min	Group Discussion	Vocabulary List from Dr. Tim Alford	

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2 Define Elements - Curriculum Development/Design	15 min	Group Discussion - What should a curriculum consist of?	ESJC Curriculum Guide Handouts "Principles" from Dr Tim Alford "Curriculum Development" from Dr Diane Murphy	
3 Analyze Objectives a Define Performance Objective	15 min	Group Discussion	Carnevale, A. & etc. (1990). "Performace Objectives" Workplace Basics Training Manual, Jossey-Bass - Chicago. p. 5.6, 5.8	
b Analyze Cognitive Levels	10 min	Mini-ecture - Bloom Taxonomy	Handout - "Bloom Taxonomy of Cognitive Levels" from Dr Diane Murphy	
c Illustrate Effective/Deficient Verbs	120min	Group Discussion/Group Activity	Carnevale, A. & etc. (1990). "Performance Objectives". Workplace Basics Training Manual, Jossey-Bass - Chicago. p. 5.6, 5.8 Carnevale, A. & etc. (1990). "Verbs for Writing Performance Objectives". Workplace Basics Training Manual, Jossey-Bass - Chicago. p. 5.7 "Examples of Deficient Verbs" from Dr Tim Alford Verb List from Jimmy Hutto Blackboard/Flipchart Sheet of Paper, Cup	

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d Relate Objectives to Bloom e Relate Objectives to Literacy Task Analysis	5 min 5 min	Explanation Explanation	 ESJC IEP Form, Pridecraft Orientation Program	
4 Define Elements of an Effective Lesson Plan a Discuss tcCIR Components	 10 min	 Mini-Lecture	 Handout - "tcCIR" from Dr Tim Alford	
b List Elements of an Effective Lesson Plan	15 min	Group Discussion	Handout - Butruille, S (1989) "Guidelines for Lesson Design", Info-line - Course Design and Development, American Society for Training and Development - Alexandria, p 8	
c Illustrate General Theory of Sequencing Instruction	15 min	Group Discussion	Handout -Hemphill, D (1990) "Making Sense to Teachers About Teaching" Adult Learning (from Dr Tim Alford)	
d Compute Readability Levels	30 min	Guided Practice	Handouts - 1. "Readability Formulas" - Looking Glass Software 2. "Fry's Graph" 3. Phillipi, J. (1993) "Designing Training Content - The Cloze Exercise". Retraining the Workforce: Meeting the Global Challenge", p 4-34-4-44.	Instructor Assisted

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e Compare/Contrast Instructional Techniques	30 min	Group Discussion	Handout - Butruille, S (1989) "Instructional Techniques", Info-line - Course Design and Development, American Society for Training and Development - Alexandria, p.	
5 Apply Elements of Curriculum Design and Lesson Plans				
a Discuss CASAS Curriculum Materials Matrix	15 min	Group Discussion	CASAS Curriculum Materials Guide (1993) Contemparary's Correlation to the CASAS	
b Critique Curriculum Module	45 min	Group Discussion	Reading Module I B 700 from ESJC Workplace Literacy Grant	
c Write Curriculum Module	3 hrs	Guided Practice	Pridecraft New Hire Orientation CASAS Job Profile ESJC Curriculum Guide ESJC Curriculum Catalog RSA Manual & Booklets	Instructor Assisted
6 Differientiate Between Formative and Summative Evaluation	45 min	Group Activity	Handout - "Formative vs Summative Evaluation" from Dr Diane Murphy	Observation
7 Review Curriculum	1 hr	Lecture/Group Discussion		

8 Evaluate Workshop	10 min	Individualized	ESJC Evaluation Form	Completed Evaluation Form
9 Closure	15 min			
	10 min	Closing Activity	Flipchart sheet from Day 1	
		Administer Review		Review

Lesson Plan
Curriculum Development

Overall Time - 10 50 hrs.

Administer Preview - 25 hr.
Before any instructional activities, the curriculum development preview is administered as a motivational activity. The preview also illustrates the type of information that will be presented. No answers are given at this point (same form is used for review). Answers are given after review is administered.

Motivational Activity - 16 hr.
Using index cards, write characteristics of functional context curriculum from handout - "Characteristics of Effective Workplace Literacy Instructional Programs", numbering each card (cards should be prepared before session). Turn cards where participants cannot see writing. Each participate selects a card (continue selection until all cards are chosen - some participants may have more than one card). Ask each participant to read and explain the chosen characteristic (instructor proceeds sequentially according to card number).

Learning Activities

1. **Define Functional Context Curriculum** - 75 hr.
   a. **List Characteristics**
      Instructor conducts a group discussion concerning characteristics presented in motivational activity. Distribute handouts - "Characteristics of Conventional and Performance-Based Programs" and "Characteristics of Effective Workplace Literacy Instructional Programs". Participants compares and contrast the characteristic they chose, during the motivational activity, to traditional adult education programs.

   b. **Illustrate Components of Functional Context Curriculum**
      Using flowchart from ESJC's Workplace Literacy Grant, page 30, illustrate the steps/components in developing functional context curriculum. Distribute handout and illustrate examples of tools utilized during each step.
      For example: Employee Needs Assessment
      a. Surveys (Structured Surveys - CASAS)
      b. TABE
      c. Observation
      d. Personal Interviews
      e. Group Interviews

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c. **Teach Vocabulary**
Using list of words from Dr. Tim Alford (vocabulary handout), lead a group discussion about each term.

2. **Define Elements of Curriculum Development** - 25 hr.
   a. Using "Principles" handout, randomly select participants to read aloud a principle. Ask participant to relate application of principle to the workplace.
   b. Conduct a mini-lecture on Curriculum Development using the "Curriculum Development" handout.
      1. Emphasize the Steps in Curriculum Development:
         a. Design
         b. Implementation
         c. Evaluation
      2. Identify Responsible Personnel at Each Step
   c. Lead a group discussion concerning the elements of curriculum design. Using ESJC's curriculum guide sheet, illustrate:
      1. Specific Instructional Objective
      2. Learning Activities
      3. Resources/Materials
      4. Evaluation

      Ask participants to discuss the reasons that time is important to note - the amount of time for overall instruction and the amount of time for each objective. Explain that other instructors will use the curriculum module. These instructors need to have some type of idea whether the instruction should take 5 minutes or 5 hours.

3. **Analyze Objectives** - 1.50 hr.
   a. **Define Performance Objectives**
   Lead a group discussion on the importance of well written objectives. Distribute handout - "Performance Objectives". Using the handout, define performance objectives, state the purpose of performance objectives, and discuss the guidelines for developing performance objectives.

   b. **Analyze Cognitive Levels**
   Conduct a mini-lecture on Bloom Taxonomy of Objectives referencing article number 2 from pre-conference activity. "Alternative Assessment for Adult Learners". Discuss the taxonomy using the handout - "Levels of Cognitive Behavior"

   c. **Illustrate Effective/Deficient Verbs**
   Distribute handout, "Verbs for Writing Performance Objectives". Point out acceptable and unacceptable verbs. Lead a group discussion concerning why the verbs are unacceptable. Refer back to the definition and guidelines of performance objectives. Using the handout "Deficient Objectives", write the numbers 1 through 7 on slips of paper Write free on slips to equal the number of participant (including the seven previous slips)

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Fold each slip and place in a cup. Shake cup and ask each participant to select a slip. Participants choosing numbers 1 through 7, using handout "Examples of Deficient Objectives", read aloud and explain the statement corresponding to the number selected. The instructor asks other participants if they agree with the explanation. Instructor clarifies any discrepancies. After completion of the discussion on deficient objectives, the instructor distributes the list of action verbs. The instructor states that having a list assessable, especially one that is already broken into categories, helps tremendously when writing curriculum.

d. **Relate Objectives to Bloom**
Explain that Bloom's taxonomy and categories of verbs compliment each other. Use both concepts when writing curriculum.

e. **Relate Objectives to Literacy Task Analysis**
To help participants synthesis all the presented information, state that these objectives stem from the literacy task analysis conducted when assessing the workplace. When writing curriculum, objectives should relate directly to skills needed by workers in the workplace. Distribute ESJC IEP form that list the objectives for new hires at Pridecraft. State that these objectives were derived from the literacy task analysis and written using the concepts of performance objectives.

4. **Define Elements of an Effective Lesson Plan** - 1 5 hrs.
   a. **Discuss tcCIR Components**
   Instructor conducts a mini-lecture discussing the importance of setting the stage for instruction - set induction. A sheet from a flipchart with the acronym - tcCIR written is placed onto the blackboard. Instructor discusses each element and distributes handout - "TcCIR" for students to reference. Participants are asked to give a workplace specific example of each letter. Reference activities used in this workshop to create the tension state:
      1. Index Cards
      2. TABE
      3. Tennis Balls
      4. Written Preview
      5. Video

   b. **List Elements of an Effective Lesson Plan**
   Distribute handout - "Guidelines for Lesson Design". Lead a group discussion concerning each of the six steps. When discussing feedback, add the term closure. Emphasize the important of synthesizing the information at the end of each session.

   c. **Illustrate General Theory of Sequencing Instruction**
   Using handout - "A General Theory of Instructional Sequence for Adult Learning", discuss each step.

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Ask participants what is missing:

1. Evaluation - after instruction and throughout instruction
2. Closure - concluding activity

Distribute revised handout - "General Sequenced - Revised" which contains the missing components.

d. Compute Readability Levels

Distribute handout concerning the different type of formulas to compute readability ("Readability Formulas"). Explain that the Fry and Fog are commonly used in workplace literacy programs. Explain the reason for conducting readability test on materials in the workplace - major use of readability formulas and limitations of readability formulas (see page two of the handout - "Directions for Using Fry's Graph"). Explain the steps in using Fry's Graph. Lead a guided practice in computing readability levels using "Practicum Exercise 1". State the other exercises may be completed if addition practice is needed. Next, present the Cloze Test as another technique of computing readability levels. Explain the steps using the handout - "The Cloze Exercise". Ask participants to complete the exercise. After completing the exercise, read the correct passage (Passage 1).

e. Compare/Contrast Instructional Techniques

Distribute handout - "Instructional Techniques". Lead a group discussion concerning the advantages and disadvantages of each technique as marked in the knowledge, skills, and attitude column on the handout.

5. **Apply Elements of Good Curriculum Design and Lesson Plans** - 4.00 hrs.

a. Discuss CASAS Curriculum Materials Matrix

Illustrate the system CASAS has developed to assist instructors in matching materials (resources) to objectives.

Explain the matrix:

1. Each objective is numbered
2. Match the number to the table of resources. The table lists books from various publishing companies that instructors may reference for information on the objective.

Also, state that publishing companies such as Contemporary have developed an index that corresponds to the CASAS. TABE has also developed an index that corresponds to the CASAS.

b. Critique Curriculum Module

Using Reading Module I.B. 700 from ESJC Workplace Literacy Project, evaluate the module using concepts concerning effective objectives and elements of effective lesson plans.

Problems are:

1. Specific and general objective the same
2. No pretest/posttest attached (answers should be included with pretest)

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3 Factors to observe are not stated in lesson plan
4 No vocabulary list
5 Lesson plan hard to read
6 Answers to exercises not included
7 No time references
8 No concluding activity
9 Motivational Activity questionable as motivating

c. **Write Curriculum Module**
Using RSA handbook, Pridecraft New Hire Orientation CASAS Job Profile, and ESJC Curriculum Guide, ask participants to select an objective from Pridecraft New Hire Orientation CASAS Job Profile Reading Section that was marked as essential to know. Working in pairs, participants write a module - completing the curriculum guide and sketching out a lesson plan. Instructor assists participants as needed. Resource materials should be available to assist participants. While participants are writing, instructor evaluates portions of each module for correctness. After completion of the assignment, the curriculum module of randomly selected participants is read to the group. The group responds to the curriculum module. Instructor evaluates responses as correct/appropriate.

6. **Differentiate Between Formative and Summative Evaluation** - 25 hr.
Distribute handout - "Curriculum Evaluation". Divide participants into two groups. Give one group the topic formative; give the other group summative topic. Ask each group to list on a sheet of paper methods to accomplish each type of assessment (one list per group). After 10 minutes of discussion, ask each group to present their list. Note that both groups listed some of the same methods. Emphasize the major differences are the timing of the evaluation - when the assessment is given, and the type of knowledge (skill) evaluated.
7. **Review Curriculum** - 1 hr.
Instructor emphasizes the important of periodically reviewing the curriculum. Reference handouts "Curriculum Development" and "Formative vs. Summative Evaluations. Note also that industry needs to approve all objectives.

8. **Evaluate Workshop** - .16 hr.
Participants complete the ESJC Short Course Evaluation Form individually. Someone, other than the instructor, collects and returns forms to Institutional Research.

9. **Closure** - 41 hrs.
As a concluding activity, administer the review. After completion of the review, discuss the answers. Ask participants to compare responses on the preview to responses on the review (same form as the preview - student may keep the review). Next, place flipchart from Day 1 containing each participant's workshop expectation on the blackboard. Review list by asking each participant if their expectation was met.

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